The results of the study are discussed in this section. The differences shown by the ICDS beneficiary children from their non-ICDS beneficiary peers are discussed in the same order of the presentation of results.

5.1 Intellectual Development

The discussion on the intellectual development of ICDS beneficiary children in comparison with that of their non-ICDS beneficiary children are as follows.

The differences shown by the ICDS and non-ICDS pre-school children in their intellectual development and in its sub-areas are discussed under two sections: (1) Intellectual development of ICDS beneficiary pre-school children in comparison with that of their non-ICDS beneficiary peers, and (2) Sub-areas of intellectual development.

5.1.1 Intellectual Development of ICDS Beneficiary Pre-school Children In Comparison with that of their non-ICDS Beneficiary Peers

The ICDS beneficiary pre-school children are significantly different (CR = 3.72, P<0.01) (Table 4.1) from their non-ICDS
beneficiary pre-school children in intellectual development. The ICDS pre-school children ($\bar{X}_1 = 7.8400$) are significantly ahead of the non-ICDS children ($\bar{X}_2 = 6.8067$) in their mean scores (Figure 4.1) also.

Labarba (1981), Jupe et al. (1985), and Clarke Stewart and Freedman (1987) have mentioned that inherited intelligence together with environment stimulations results in the intellectual development of the child. Availability of Anganwadies at close vicinities, the thematic approach in teaching concepts, longer duration of school attendance, all have provided more physical, intellectual, emotional, social and sensory motor exposures to the ICDS pre-schoolers.

Sharma (1998) says that the teachers' behaviour, method of teaching, curriculum, extra curricular activities and disciplining methods influence the intellectual development. Make believe plays, contribute to children's intellectual skills (Singer and Singer, 1990). Quite a good number of studies (Hetherington and Parke, 1986; Atkinson et al., 1987; Devadas et al., 1990; Vernon, 1990) have reported that children from a rich and stimulating environment have higher IQ scores than those from an unstimulating environment. The Anganwadi teachers have more benefits than the Balwadi teachers. They are much more motivated than Balwadi teachers. So they can impart teaching more effectively. The curriculum is well planned to suit the capacity of pre-schoolers and extra curricular activities and thematic approach also provide an enriched environment than the Balwadi. Several studies report that environmental enrichment is of
great significance in improving the scores of intelligence tests among children below six years of age (Ilg and Ames, 1961).

Townsend and His associates (1982) after conducting a study reported that good nutrition significantly improved the children mental performance for most tasks. A better nourished child will be more able to benefit from a stimulating environment (Erkel et al., 1994). Hurlock (1990) reveals that during the months before birth and through the early childhood years, malnutrition interferes with the development of the brain and this in turn affects the child’s ability to learn. Better nourished children are superior to malnourished children in their mental abilities (Devadas et al., 1973; Arya, 1979; Sigman and Neciman, 1989). Through Anganwadies, pregnant and lactating women and children in the age group of 0-6 years are given food which provide at least 8 g of protein and 300 kilo calories of energy. The pre-school children who attend Anganwadies are given food twice during school time also. Regular health check-ups and immunisation for the children, nutrition and health education to their mothers are also given through the Anganwadies. But in Balwadies the feeding programme is not regular and it is given only 270 days a year. The beneficiaries being only the children in the age group of 3-5 years. Health check ups, growth monitoring and nutrition education is not systematically done here. Such facilities in Anganwadies may have improved the intellectual abilities of ICDS beneficiary pre-school children compared to non-ICDS peers.

The present study thus reveals that the ICDS pre-school children are superior to their non-ICDS peers in intelligence.
5.1.2 Sub-areas of Intellectual Development

The discussion on the sub-areas of intellectual development are presented in the following order: (a) Verbal comprehension, (b) Word fluency, (c) Numerical ability, (d) Space visualization, (e) Memory, (f) Perceptual speed, and (g) Reasoning.

(a) Verbal comprehension

Verbal comprehension of ICDS beneficiary pre-school children in comparison with that of their non-ICDS beneficiary peers

The result of the study (Table 4.10) indicates that the ICDS beneficiary pre-school children are not significantly different (CR=0.90, P>0.05) from their non-ICDS peers. Though the ICDS beneficiary pre-school children score better ($\bar{X}_1 = 0.9000$) than their non-ICDS peers ($\bar{X}_1 = 1.8667$), the difference is not significant. This shows that ICDS beneficiary pre-school children are as able in verbal comprehension (ability) as the non-ICDS beneficiary pre-school children.

A cluster of factors reason out the same level of verbal comprehension ability in the two groups of children. Both the environments equally stimulated the respective children to be efficient in verbal comprehension. By attending the Anganwadi programme and the Balwadi programme children get equal opportunities in developing their verbal comprehension. Songs, stories and picture talks enabled them to interact and comprehend
the meaning of words. The opportunity to mingle with one another helps them to use and listen to language.

(b) **Word fluency**

*Word fluency of ICDS beneficiary pre-school children in comparison with that of their non-ICDS beneficiary peers*

The ability in word fluency of ICDS beneficiary pre-school children show an insignificant difference (CR = 1.58, P>0.05) (Table 4.3) in word fluency from their non-ICDS beneficiary peers. The variation in mean scores of ICDS ($\bar{X}_1 = 1.3233$) and non-ICDS peers ($\bar{X}_2 = 1.2033$) is very little; the difference is not significant. This shows that ICDS beneficiary pre-school children are able in word fluency as the non-ICDS beneficiary pre-school children.

Both the environments equally stimulated the respective children in word fluency. Word fluency was enhanced in both the pre-schools from the free and happy environment. The songs, rhymes, etc. helped the children to lose their inhibitions and to talk freely; thus acquiring word fluency unconsciously.

(c) **Numerical ability**

*Numerical ability of ICDS beneficiary pre-school children in comparison with that of their non-ICDS beneficiary peers*
The ICDS beneficiary pre-school children show significant difference (CR = 1.99, P<0.05 (Table 4.4) in numerical ability from their non-ICDS beneficiary peers. The mean scores secured by the ICDS ($\bar{X}_1 = 1.7333$) and non-ICDS ($\bar{X}_2 = 1.6200$) also show a significant difference. This shows that ICDS beneficiary pre-school children have better numerical ability than non-ICDS peers.

There is ample opportunity for children to study numbers in the curriculum of Anganwadies. In teaching each theme there is provision for developing number concept. That is done usually by manipulating the things which are related to a particular theme. That will produce interest, and in turn, understanding the numbers. They get a clear concept about the number.

(d) Memory

Memory of ICDS beneficiary pre-school children in comparison with that of their non-ICDS beneficiary peers

The result of the study (Table 4.5) indicates that the ICDS beneficiary pre-school children are significantly different (CR = 3.71, P<0.01) from their non-ICDS peers. The ICDS beneficiary pre-school children score better ($\bar{X}_1 = 1.1667$) than their non-ICDS peers ($\bar{X}_2 = 0.8733$) in memory. All these indicate that the ICDS pre-school children have more ability in memory (Figure 4.5) than their non-ICDS peers.
The better memory is due to many factors: In the curriculum of Anganwadies, one theme is presented through different methods. Sounds and sights are more clear to them and there is repetition of ideas and words (Hurlock, 1988). The themes covered gave a good general knowledge to children. Growth in general knowledge undoubtedly supports gain in memory (Pearlmutter, 1984). Children are encouraged to play memory games. Songs and story narration and making the child repeat them are a common method followed here. Repetition of songs and stories and associating the events with objects and persons improved the memory power of children (Parkhurst, 1992). Interest has an important place in memorization (Chaube, 1998). A theme repeated through songs, stories, creative activity, dramatisation, etc. stimulated the interest of child; thus helped him to memorise the things taught in the class. Better nutrition also enhanced their memory power.

(e) Perceptual speed

Perceptual speed of ICDS-beneficiary pre-school children in comparison with that of their non-ICDS beneficiary peers

The ICDS beneficiary pre-school children showed significant difference (CR = 2.53, P<0.05) (Table 4.6) in perceptual speed from their non-ICDS peers. As per the mean scores, ICDS beneficiary children ($\bar{X}_1 = 0.9667$) have better ability in perceptual speed than their non-ICDS peers ($\bar{X}_2 = 0.7533$).
The key to more rapid development of perception during the pre-school age is richness and variety of materials for active exploration (Skinner, 1996) simple science lessons, construction projects like printing, collage work, drawing and painting done for each theme improved their perceptual speed.

It can also be improved by directing child’s attention, arousing interest in observation telling him what to look for, asking questions that require better observation. Discussion of his observations will help to clarify his perceptions (Welford, 1953; Goodenough, 1954).

Under each theme in the ICDS curriculum there are sessions for informal talks, concept formation, dramatisation and organised play. All these improved their attention and observation power, so that they can see minute details, differences and similarities among objects.

(f) Space visualization

The ability in space visualization of ICDS beneficiary pre-school children in comparison with that of their non-ICDS beneficiary peers

The results presented in the Table 4.7 show no significant difference in the space visualization ability of ICDS beneficiary children in comparison with that of their non-ICDS beneficiary peers (CR = 1.63, P > 0.05). The mean scores secured by ICDS ($\bar{X}_1 = 1.31330$) and non-ICDS ($\bar{X}_2 = 1.1933$) children are not so
different. Both the environment provided opportunities in developing space visualization ability. His/her play with tricycles, blocks and other manipulative toys made the child familiar with common cues which help him perceive short distances (Berk, 1996; Devadas, 1996). The ability to perceive differences in form is also well developed. Both groups were from rural areas. Their home environment provided them with the same opportunities to explore and manipulate objects to develop their ability in space visualization.

\[(g)\] **Reasoning**

*The reasoning ability of ICDS beneficiary children in comparison with that of their non-ICDS beneficiary peers*

The results of the study (Table 4.8) indicate highly significant variation \((P<0.01)\) in the reasoning ability of ICDS beneficiary children from that of the non-ICDS pre-schoolers. The mean scores of ICDS beneficiary children \((\bar{X}_1 = 0.7600)\) and non-ICDS children \((\bar{X}_2 = 0.4933)\) also indicate higher reasoning ability for ICDS beneficiary children.

In the pre-school age, the child takes delight in solving puzzles and mazes and various kinds of problems, so that the power of abstract thought also develops in him (Chaube, 1992). Verbal explanations and descriptions may not make much sense to him/her. But he can understand what he sees, hears and feels. By giving him
opportunities to explore, compare, classify and handle a variety of objects he will develop reasoning ability (Hurlock, 1988). Science experience also aid in reasoning. In Anganwadies, children are given opportunities for science experience, provision for creative activities like clay modelling, collage work, painting, and solving puzzles and mazes. Children are made to think in divergent ways. Thus their reasoning ability is enhanced.

5.2 Social Development

The differences shown by the ICDS and non-ICDS beneficiary pre-school children in their social development and in its sub areas are discussed under two sections: (1) Overall social development, and (2) Sub areas of social development.

5.2.1 Overall Social Development

Social development of ICDS beneficiary pre-school children in comparison with that of their non-ICDS peers

The ICDS beneficiary children show significant difference (CR = 8.52, P<0.001) (Table 4.10) in social development from their non-ICDS peers. As per the mean scores, the ICDS children (\( \bar{X}_1 = 65.0800 \)) have better social development than their non-ICDS peers (\( \bar{X}_2 = 55.2600 \)).
The entire development of the child is very much influenced by his social contact with different things and persons during childhood (Portinier, 1943). The wider the opportunity for such contact the more extensive will be his social development. The desired social development needs a definite plan and guidance (Berk, 1996; Thompson, 1990). Nursery school experiences are more beneficial for social development of children when under the guidance of trained teachers. Children's social attitudes are greatly shaped by the attitude of teachers (Panda, 2000). A better nourished child is also able to elicit more responsive care giving, through his increased energy, verbal interaction or happiness (Scott et al., 1998).

Early childhood is a time of opportunity and learning in which even small positive change can generate long-term social benefits (Sival, 2000). In Anganwadies, children are getting more chances for social contact than in Balwadi. The curriculum is well planned and the thematic approach is followed here. Each theme is presented to the children by incorporating different methods. Informal talks music and movements, dramatisation, organised play and activities for concept development help the child to have the wider opportunity for contacts with material and persons. Thus there are more group activities and group games in Anganwadies than in Balwadies by which the children learn to co-operate and get along well with others. Good physical developments also enhanced
their social development. Constant supervision and monitoring increased effectiveness in teaching.

5.2.2 Sub-areas of Social Development

The discussions on the sub areas of social development are presented in the following order: (a) Competition, (b) Co-operation, (c) Leadership, (d) Sympathy, (e) Dependency, (f) Aggression, (g) Negativism, (h) Jealousy.

(a) Competition

*Competitive attitude of ICDS beneficiary pre-school children in comparison with that of their non-ICDS peers*

The results in Table 4.11 indicate that ICDS beneficiary preschoolers are not significantly different (CR = 0.94, P > 0.05) from their non-ICDS beneficiary peers in competition. Though the non-ICDS children score better (\( \bar{X}_2 = 6.3267 \)) from their ICDS peers (\( \bar{X}_1 = 6.1267 \)) in competition, the difference is not significant. This shows that non-ICDS beneficiary children are as competitive as Figure 4.12 as the ICDS peers.

The ICDS and non-ICDS beneficiary children's environment equally stimulate the respective children to be competent in their lives. Both the pre-schools provide the children with the opportunity
for competition in sports, songs, story telling, etc. This can be the reason for enabling them to develop a competitive attitude.

(b) Co-operation

*Attitude of co-operation of ICDS beneficiary pre-school children in comparison with that of their non-ICDS peers*

Analysis with Z-test (Table 4.12) indicates significant difference ($CR = 2.68, P<0.01$) in the attitude of co-operation of ICDS children. The ICDS beneficiary children scored higher ($\bar{X}_1 = 9.52$) than their non-ICDS ($\bar{X}_2 = 8.78$) peers in their co-operation.

An impartial teacher plays an important role in building up a sense of equality among children (Kale, 1989). As the teacher is given training in child psychology the teachers are very conscious not to show any partiality. Play helps them to co-operate with others and develop friendly relationships. It helps them to learn to be honest, love with equanimity and to develop a team spirit. The child learns to establish social relationships and how to meet or solve the problems such relationships raise (Thompson, 1996). Through games with peers he learns to give and take, co-operate, tolerate and ultimately make better social adjustments. In Anganwadies, in each theme, there is provision for dramatisation, organised play, and also for free play. The children get more opportunities to mingle and co-operate with one another to achieve a common goal. Such experiences teach children their rights and
privileges as members of a social group and thereby encouraging co-operation. During social pretend play, pre-schoolers interactions last longer, show more involvement, draw large numbers of children into the activity and are more co-operative (Coronolly et al., 1988). Co-operative play requires sophisticated social skills and also enhances it. This experiences contributed greatly to their ability to get along with others (Garveg, 1990; Singer and Singer, 1990). Thus Anganwadies are giving more opportunities for group activities and group games than Balwadies. These factors would have contributed for the better performance of ICDS children compared to Balwadi attending children.

(c) Sympathy

Sympathy of ICDS beneficiary pre-school children in comparison with that of their non-ICDS peers

Analysis (Table 4.13) indicates that the ICDS beneficiary pre-school children are significantly different from their non-ICDS beneficiary pre-school children (CR = 6.74, P < 0.001) in sympathy. The ICDS children scored higher (\( \bar{X}_1 = 8.440 \)) than their non-ICDS (\( \bar{X}_2 = 7.1200 \)) peers in sympathy.

Sympathy depends on the development of imagination. Children must learn to imagine themselves in another's place. They have to know how they would feel if something bad or sad happened to them (Hurlock, 1988). Children who spend more time
at socio-dramatic play show an enhanced ability to understand the feeling of others and regulate their own (Burns and Brainard, 1979; Connolly and Dogle, 1984).

In Anganwadies after teaching a theme, children are encouraged to act out a drama based on particular theme. It helps them to be more sympathetic than the non-ICDS peers, where there is less opportunity for socio-dramatic play.

(d) Leadership

Leadership quality of ICDS beneficiary pre-school children in comparison with that of their non-ICDS peers

The results in Table 4.14 indicate that ICDS beneficiary pre-schools are significantly different (CR= 5.03, P<0.05) from their non-ICDS peers in leadership quality. ICDS beneficiary children score better ($\bar{X}_1 = 4.3400$) than their non-ICDS ($\bar{X}_2 = 3.6267$) peers in leadership. This shows that ICDS beneficiary pre-school children have more leadership quality (Figure 4.15) than the non-ICDS pre-school children.

Groups provide opportunities for the development of the qualities of leadership (Bridges, 1931) and group discussions in the classroom is also helpful to get an opportunity to express one self. Good play helps the child to overcome timidity, shyness, moodiness and sensitiveness, which render leadership quality (Panda, 2000). So naturally ICDS children who get more opportunities for group
play and group discussion proved to be significantly superior to non-ICDS children.

(e) Dependency

*Dependency of ICDS beneficiary pre-school children in comparison with that of their non-ICDS peers*

The results in Table 4.15 shows significant difference ($t = 7.659, P<0.001$) in the dependency of ICDS beneficiary pre-school children from that of their non ICDS peers. Scoring is done in the reverse manner. The highest score indicates low dependency. The mean scores make it clear that the ICDS beneficiary pre-school children ($\bar{X}_1 = 8.8733$) are less dependent an others than the non-ICDS peers ($\bar{X}_1 = 7.3600$).

In an Anganwadi centre more opportunities are given to children which help them to become more independent than in a Balwadi. There is opportunity for creative activity which helps the child to get satisfaction and self-confidence. Through dramatization, the child realizes the different aspects of a problem and how to handle it and also it improves self-confidence. Organised play helps the child to abide by the rules and regulations, so that he is accepted in the group, and thus makes the child confident. The child gets more chances to learn to handle more complex levels of moving, thinking and interacting with children and objects in the environment. This 'once in a life time' process comprises the unfolding of behaviour
patterns from immature to mature and from simpler to complex which enables the child to emerge from dependency and become independent (Sival, 2000). The ICDS children having all these opportunities show more of independent behaviour.

(f) Aggression

Aggressive attitude of ICDS beneficiary children in comparison with that of their non-ICDS peers

The results in Table 4.16 shows a significant difference (C.R. = 7.53, P < 0.001) in aggression of ICDS beneficiary pre-school children from that of their non-ICDS peers. Reverse scoring is done. So a higher score indicates low rate of aggression. The mean scores make it clear that the ICDS beneficiary children (\(\bar{x}_1 = 9.0667\)) are less aggressive than the non-ICDS peers (\(\bar{x}_2 = 7.6867\)).

Fatigue and hunger and low health status can increase the susceptibility of aggression (Kale, 1989). In Anganwadies, children are given food twice and usually they are not hungry and studies show that their health status is also satisfactory. This can be one of the causes for low aggressiveness among ICDS beneficiary children.

Sessions, in which children model and role-play co-operation and sharing, and see that such behaviour lead to rewarding social outcomes, reduce aggression and increase positive social behaviour (Zahana and Asher, 1978). Play keeps the child occupied and play materials give him opportunities for exploration and achievement. It helps reduce his strains and anxieties and releases pent-up
feelings. Music and stories can change his temper, mood and expression. Physical science class can also be an excellent emotional release to reduce aggression (Devadas, 1996). In Anganwadies there are more opportunities for role-play and dramatisation. Creative activities will provide the children with chances for exploration and satisfaction. There are music and story sessions science activity sessions usually with all the themes of study. Because of these various activities, the children are always engaged. All these contribute to the low aggression of Anganwadi children compared to Balwadi children, where there is less opportunity for the above activities, and the chances of exploration and satisfaction is comparatively less.

(f) Negativism

Negativism of ICDS beneficiary children in comparison with that of their non-ICDS peers

Analysis with ‘t’ test indicates that ICDS beneficiary preschoolers are significantly different from their non-ICDS peers (CR = 11.05, P<0.001) (Table 4.17) in negativism. A higher score indicates low rate of negativism as reverse scoring is done. The mean scores make it clear that the ICDS beneficiary children (\(X_1 = 9.48\)) are less aggression than their non-ICDS peers (\(X_2 = 7.3533\)).

Negativism is a form of withdrawal or avoidance of reality. It usually occurs as a result of aggressive discipline and intolerant attitude towards child behaviour and the dissatisfaction and
frustration of children (Hurlock, 1988; Sparks, 1952) long periods of confinement at a desk (Murphy, 1958). In Anganwadies, children are given more opportunities to mingle with other children through different activities like organised play and dramatisation and they get relieved of their frustration and dissatisfaction, through creative play, music and stories. So chances for the occurrence of negativism is less in an Anganwadi atmosphere. Also the teachers are better trained and so have better understanding of child behaviour and so able to manage them better. But the Balwadi children are not getting so much opportunity for active involvement and satisfaction. So there is more chance for the occurrence of negativism.

(h) Jealousy

Jealousy of ICDS pre-school children in comparison with that of their non-ICDS peers

The results in Table 4.18 shows significant difference (CR = 10.87, P<0.001) in jealousy of ICDS pre-school children from that of their non-ICDS peers. Scoring is done in the reverse manner, the highest scores making it clear that the ICDS beneficiary preschoolers ($\bar{X}_1 = 9.2333$) are less jealous than the non-ICS peers ($\bar{X}_2 = 7.0470$).

Jealousy is a complex emotion of both fear and anger in which an individual feels threatened at the perceived claim of another person over his source of affection, security or status.
Jealousy arises in a special kind of competitive situation in which restriction prevails in the availability of a desired object or relationship and in which possession seems to exist on an exclusive basis (Berk, 1996; Skinner, 1996).

The environment of Anganwadi is organised in such a way that there is minimum opportunity for the children to show jealousy. The children are given equal opportunities for the development of various skills. The children in Anganwadies are engaged some how or other by providing more and more participatory activities than those in Balwadies. The teachers in Anganwadies are better trained than those in Balwadies, and so they are able to manage children efficiently. Thus there is minimum opportunity for the children to show jealousy in an Anganwadi atmosphere.

5.3 Physical Development

The differences showed by the ICDS and non-ICDS beneficiary pre-school children in their overall physical development is discussed below.

5.3.1 Overall Physical Development

Physical development of ICDS beneficiary pre-school children in comparison with that of their non-ICDS peers

The ICDS beneficiary children show significant difference (CR = 5.17, p < 0.001, Table 4.20) in physical development from their
non-ICDS peers. As per the mean scores, the ICDS children \( (\bar{X}_1 = 9.5517) \) have better physical development than their non-ICDS peers \( (\bar{X}_2 = 8.172414) \).

Growth is the most important achievement in a little child. This enables the child to enter into and profit from contact with a much broader world of social experience (Roudolf, 1954).

The factors responsible for poor physical development are poor nutrition, prevailing ignorance and prejudices in making the best use of locally available foods, lack of awareness of nutrition, poor personal hygiene, repeated infections, and low psycho-social and intellectual development (Sreelakshmi, 1998).

ICDS is a multi-package programme providing services in health, nutrition, early childhood care and pre-school education and convergence. Supplementation appears to reduce the harmful effect of infection on physical growth (Latter \textit{et al.}, 1989) and it significantly improved growth in weight and height. The combination of supplementation and stimulation interventions has a greater effect on physical growth than supplementation alone (Super \textit{et al.}, 1990). The feeding programme is more regular in Anganwadies and it is usually given twice daily, 300 days a year. The beneficiaries are children of the 0-6 age group. That is pregnant and lactating mothers were also given supplementary feeding which laid the foundation for good physical development of the child. There is evidence that supplementation of malnourished mothers can result in increased breast milk production, as measured by the
infant's intake (Gonzales-Cossio et al., 1991) and such effects are presumed to bode well for the infant's growth. Special care is also taken to reach children below the age of two years, and to encourage parents and siblings to either take ration home or to bring them to the Anganwadi for supplementary feeding. This provided a contact opportunity for growth monitoring of children under two years of age and nutrition counselling of mothers for improved childcare and development practices. It helped families understand better the linkage between dietary intake, health care, safe drinking water and environmental sanitation and child health, whereas in Balwadis the feeding programme is not regular and it is given only 270 days a year. The beneficiaries being only the children in age group of 3-5 years.

Growth monitoring and promotion (GMP) activities can raise the mothers and the health workers awareness and knowledge of the importance of physical growth and practices that promote physical growth and hence motivating behaviour change (Ruel, 1995). This is done very systematically in Anganwadis than in Balwadis and low weight children are given extra amounts of food, in addition to the usual supplementation. Growth monitoring done by Anganwadi workers is checked by ICDS supervisors regularly. This improved the efficiency of the programme via targeting and by providing a focal point for interventions. The concept of community based nutrition surveillance has also been introduced in ICDS. A community chart for nutrition status monitoring is maintained at each Anganwadi.
This chart reflects the nutritional status of all children registered with the Anganwadi at any given point of time. This helped the community in understanding what the nutrition status of its children? why it is so, and what would be done to improve the same. This helped to mobilise community support in promoting and enabling better childcare practices, in contributing local resources and improving service delivery and utilisation. But in Balwadies health check ups and growth monitoring are not systematic.

Evidence from nutrition education trials, including the promotion of breast feeding and improved complementary feeding practices, shows that education interventions can positively affect physical growth (Brown et al., 1993). Well designed and implemented nutrition education can improve the young child’s physical development even in poor communities (Ashworth and Feachem, 1985) especially when the approach to delivery message is through interpersonal communication by local workers with reinforcement through mass media. The nutrition education is well planned and implemented in systematic order in Anganwadies whereas in Balwadies it is not conducted. The plans in Anganwadies are implemented in a project manner and there is a time-bound target for improvement and evaluation. There is much more co-ordination of policy and implementation and the work is done by the co-ordinated effort of a network of officials; constant monitoring being an important factor. This improved the efficiency of health services which rendered through Anganwadies and it can be one of
the reasons for the better physical development of the ICDS pre-
school children than Balwadi peers.

The ICDS programme is characterised by a built-in monitoring
system for promoting assessment, analysis and action at different
levels, at which data is generated (ICDS manual 2001). This built in
monitoring system also improved the efficiency of health services
and in turn the physical development of children. But in Balwadis
this monitoring system was lacking.

The Early Childhood Care and Pre-school Education (ECCE)
component of the ICDS may well be considered the backbone of the
ICDS programme. The curriculum of the Anganwadi is so carefully
designed, so as to improve the child's physical development also. It
provides and ensures a natural, joyful and stimulating environment,
with emphasis on necessary inputs for optimal growth and
development. Under each theme of teaching it offers numerous
activities for co-ordination and concentration such as painting,
drawing, cutting, dramatic play, organised play, story time, music
and dance. There is provision for active play and passive play,
alternatively (Devadas, 1996). The child is getting enough exercise
and rest (Golsh, 1983). The play way method followed here also
contributes to the healthy development of the body (Devadas,
1996). In Balwadies the curriculum is not so well planned as in the
Anganwadies. This also can be one of the reasons for better physical
development in Anganwadi children over their Balwadi peers.